**CURRICULUM MAP Language 1 Grade 9-10**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Language 1: Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **Grade 9-10 Specific Standard:**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use parallel structure.\*  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey  specific meanings and add variety and interest to writing or presentations. | Students will be able to demonstrate correct English grammar and usage. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How do rules play an important role in the proper functioning of all parts of our lives? * How does the correct use of grammar help convey what we want to say? * How does the command of the English language and grammar usage better writers and speakers? * How can our mastery of the conventions of Standard English help us with reading, writing, and listening? * How does poor grammar affect a reader’s understanding? * What constitutes a strong command of the English language?   **Topical Questions:**   * How do mistakes change the meaning of a text? * Why are rules important to all areas of life? * **1A**: How can you make sure that every sentence has subject/verb agreement? How can you continue this throughout an entire paragraph? * 1**B**: How can the use of adjectives describe something in more detail? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * The conventions of standards writing English * The elements of sentence structure * What tone and tense is * How to command the conventions of standard English grammar and usage when writing or speaking | **Students will be able to. . .**   * Understand: noun, verb, adjectival, adverbial, participial, prepositional, absolute and clauses (independent, dependent; noun, relative, adverbial) * Construct sentences with subject verb agreement * Establish and maintain proper tense throughout the story * Use of adjectives to enhance writing * Demonstrate a command over the conventions of English grammar when writing and speaking * Use parallel structure, various types of phrases and clauses to convey meaning |
| **CONTENT:** | |
| See writing standards | |
| **VOCABULARY:** | |
| Conventions, parts of speech, parallel structure, clauses, standard English, proper tense, verb agreement | |
| **ASSESSMENT / EVIDENCE:** | |
| * Writing/Revision – Students will revise their own writing making changes for grammar and spelling errors so that in their final drafts, students and teachers can identify differences between the original and revised works. * Self-Assessment – Complete a self-assessment that analyzes patterns of grammatical errors or issues in their writing so that they can focus on strengthening in these areas. * Short Answer and Selected Response Questions – Students will complete short answer and multiple choice quizzes identifying “best use” and grammar and spelling errors. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Peer edit each other’s writing looking for spelling and grammar errors. * Jigsaw of sentences * Students will create flash cards * Word families * Diagramming sentences | |
| **RESOURCES:** | |
| *Teaching Grammar in Content, The Writer’s Handbook* | |
| **TECHNOLOGY INTEGRATION:** | |
| Smart Board | |